

Wake County Public School System

Second Grade Mathematics Observation Profile
for On-Going Assessment
and End-of-the-Year Evaluation

Purpose:

This profile is designed as a recording document for monitoring an individual student’s progress throughout the school year. The information gathered in this document will be used to plan appropriate instruction, to share student progress with parents and to determine progress report levels. The specific objectives from the *North Carolina Standard Course of Study* are clustered on this profile in four quarters.

DIRECTIONS FOR USE:

- ◆ Student’s performance is noted after observing application of the objective on three occasions. The quarterly assesment is only one piece of evidence. Mark the appropriate level (1, 2, 3, 4) for those items that are assessed each quarter.
- ◆ Mark the objective only after the student has demonstrated performance at any level at least three times.
- ◆ Include supporting documentation such as written samples, photos, electronic portfolio, journal entries, teacher observations, formal assessments, and project evaluations (rubrics).
- ◆ Indicate the student’s summative performance level (1, 2, 3, or 4) at the bottom of each column. This score should reflect the student’s overall performance for the quarter.
- ◆ This profile (along with 2-3 work samples) is to be included with the student’s records in the event of transfer or at the end of the year for the next teacher.
- ◆ QA = Quarterly Assessment Objective
PT = Performance Task
S = Summative Assessment

Resources:

Grade Two Math Pacing Guide
Learning and Teaching Guides
Daily Routines and Alignment Lessons
NC Indicators

Comments:

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Descriptions of Levels of Performance

Level 1 (Limited Performance)

- Exhibits minimal performance
- Shows very little evidence of conceptual understanding and use of strategies
- Frequently responds with inappropriate answer and/or procedure
- Very often displays misunderstandings
- Infrequently completes tasks appropriately and accurately
- Needs assistance, guidance and modified instruction

Level 2 (Not yet proficient)

- Exhibits inconsistent performance and misunderstandings at times
- Shows some evidence of conceptual understanding
- Has difficulty applying strategies or completing tasks in unfamiliar situations
- Occasionally responds with the appropriate answer or procedure
- Frequently requires teacher guidance
- Demonstrates some Level 3 competencies but is inconsistent

Level 3 (Proficient)

- Exhibits consistent performance
- Shows conceptual understanding
- Applies strategies in most situations
- Responds with appropriate answer or procedure
- Completes tasks accurately
- Needs minimal assistance
- Exhibits fluency and applies learning
- Shows some flexibility in thinking
- Works with confidence
- Recognizes cause and effect relationships
- Applies models and explains concepts

Level 4 (Exceeds Expectations)

- Consistent performance beyond proficiency
- Works independently
- Understands advanced concepts
- Applies strategies creatively
- Analyzes and synthesizes
- Shows confidence and initiative
- Justifies and elaborates responses
- Makes critical judgments
- Make applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations

Grade 2 Observation Profile for On-Going Assessment and End of Year Evaluation

1st Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 999. (through 200)
a	Connect model, number word, and number, using a variety of representations. QA _____
b	Read and write numbers. QA _____
c	Compare and order. QA & PT _____
d	Rename. QA _____
*e	Estimate. QA _____
f	Use a variety of models to build understanding of place value (ones, tens, hundreds). QA & PT _____
1.03	Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (record in fraction form). QA _____
1.04	Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
a	Strategies for adding and subtracting numbers. QA _____
c	Relationships between operations. QA _____
1.05	Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. QA _____
*1.06	Define and recognize odd and even numbers. QA _____
Measurement	
2.01	Estimate and measure using appropriate units.
*a	Length (meters, centimeters, feet, inches, yards). QA _____
b	Temperature (Fahrenheit). QA _____
Geometry	
3.01	Combine simple figures to create a given shape. _____
3.02	Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. _____
Data Analysis & Probability	
*4.01	Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). QA _____
Algebra	
5.01	Identify, describe, translate, and extend repeating and growing patterns. QA&PT _____
5.02	Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. QA _____
Overall quarterly performance _____ <input type="checkbox"/>	
* Supplemental Daily Routine	

2nd Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 999. (through 500)
a	Connect model, number word, and number, using a variety of representations. QA & PT _____
b	Read and write numbers. QA & PT _____
c	Compare and order. QA _____
d	Rename. QA _____
*e	Estimate. QA _____
f	Use a variety of models to build understanding of place value (ones, tens, hundreds). QA _____
1.03	Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (record in fraction form). QA _____
1.04	Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
a	Strategies for adding and subtracting numbers. QA & PT _____
b	Estimation of sums and differences in appropriate situations. QA & PT _____
c	Relationships between operations. QA & PT _____
1.05	Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. QA _____
*1.06	Define and recognize odd and even numbers. _____
Measurement	
2.01	Estimate and measure using appropriate units.
*a	Length (meters, centimeters, feet, inches, yards). QA _____
2.02	Tell time at five-minute intervals. QA _____
Geometry	
3.01	Combine simple figures to create a given shape. QA _____
3.02	Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. QA _____
Data Analysis & Probability	
*4.01	Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). _____
4.02	Conduct simple probability experiments; describe the results and make predictions. _____
Algebra	
5.01	Identify, describe, translate, and extend repeating and growing patterns. _____
5.02	Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. QA _____
Overall quarterly performance _____ <input type="checkbox"/>	
* Supplemental Daily Routine	

3rd Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 999.
a	Connect model, number word, and number, using a variety of representations. QA _____
b	Read and write numbers. QA _____
c	Compare and order. QA & PT _____
d	Rename. QA _____
*e	Estimate. QA _____
f	Use a variety of models to build understanding of place value (ones, tens, hundreds). QA _____
1.02	Use area or region models and set models of fractions to explore part-whole relationships in contexts.
a	Represent fractions (halves, thirds, fourths) concretely and symbolically. QA _____
b	Compare fractions (halves, thirds, fourths) using models. QA _____
c	Make different representations of the same fraction. QA _____
d	Combine fractions to describe parts of a whole. QA _____
1.03	Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (record in fraction form). QA & PT _____
1.04	Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
a	Strategies for adding and subtracting numbers. QA & PT _____
b	Estimation of sums and differences in appropriate situations. QA & PT _____
1.05	Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. QA _____
*1.06	Define and recognize odd and even numbers. _____
Measurement	
2.01	Solve problems using measurement concepts and procedures involving:
a	Elapsed time. _____
Geometry	
3.02	Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. _____
3.03	Identify and make:
b	Congruent figures. QA _____
Data Analysis & Probability	
*4.01	Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). QA _____
Algebra	
5.01	Identify, describe, translate, and extend repeating and growing patterns. QA _____
5.02	Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. QA _____
Overall quarterly performance _____ <input type="checkbox"/>	
* Supplemental Daily Routine	

4th Quarter Goals and Objectives	
Number and Operations	
1.01	Develop number sense for whole numbers through 999.
a	Connect model, number word, and number, using a variety of representations. S _____
d	Rename. S _____
*e	Estimate. _____
f	Use a variety of models to build understanding of place value (ones, tens, hundreds). S _____
1.02	Use area or region models and set models of fractions to explore part-whole relationships in contexts.
a	Represent fractions (halves, thirds, fourths) concretely and symbolically. S _____
b	Compare fractions (halves, thirds, fourths) using models. S _____
c	Make different representations of the same fraction. _____
d	Combine fractions to describe parts of a whole. _____
1.03	Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (record in fraction form). S _____
1.04	Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
a	Strategies for adding and subtracting numbers. S _____
b	Estimation of sums and differences in appropriate situations. S _____
c	Relationships between operations. S _____
1.05	Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. S _____
*1.06	Define and recognize odd and even numbers. S _____
Measurement	
2.01	Estimate and measure using appropriate units.
*a	Length (meters, centimeters, feet, inches, yards). S _____
Geometry	
3.01	Combine simple figures to create a given shape. S _____
3.02	Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. S _____
3.03	Identify and make:
a	Symmetric figures. S _____
b	Congruent figures. S _____
Data Analysis & Probability	
*4.01	Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). S _____
4.02	Conduct simple probability experiments; describe the results and make predictions. S _____
Algebra	
5.01	Identify, describe, translate, and extend repeating and growing patterns. S _____
5.02	Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. S _____
Overall quarterly performance _____ <input type="checkbox"/>	
* Supplemental Daily Routine	